



Did you know?

National College and Career Readiness

Training Design Institute

Adult Education State Directors (NAEPDC)
and
National Center for Family Literacy
April 28-30, 2013

Reecie D. Stagnolia
Vice President, Kentucky Adult Education



WHY IS THIS IMPORTANT?

Which Comes First, Educated Workers or Jobs for Educated Workers?

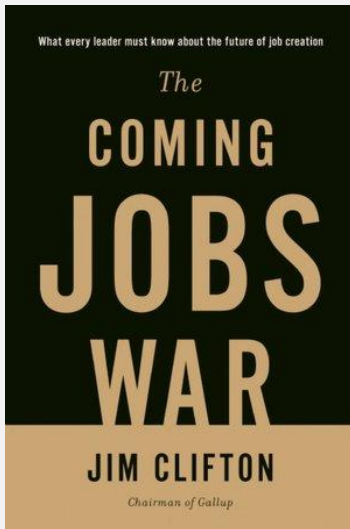


Our Challenge:



Producing a U.S. workforce that is more productive, creative, and better problem-solvers than any other on the planet.

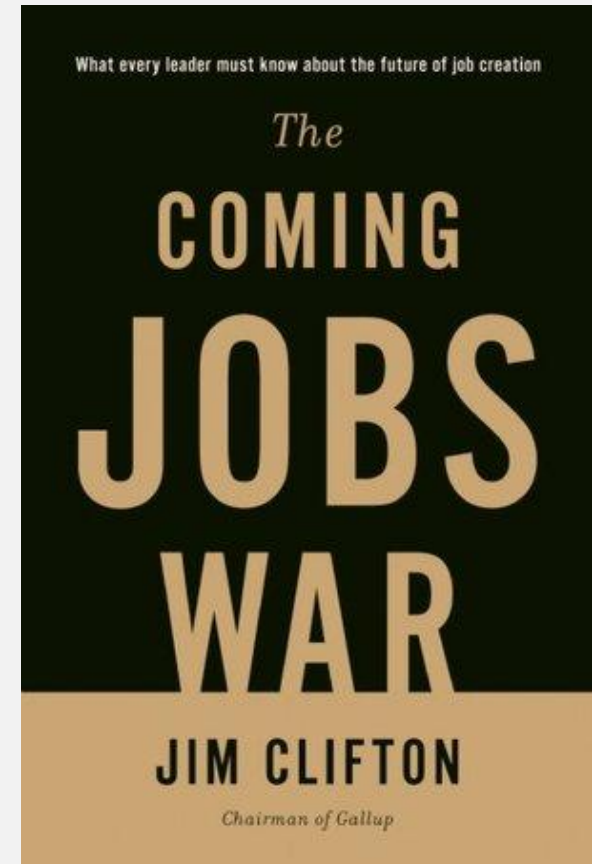
A Global War for Good Jobs is Coming.



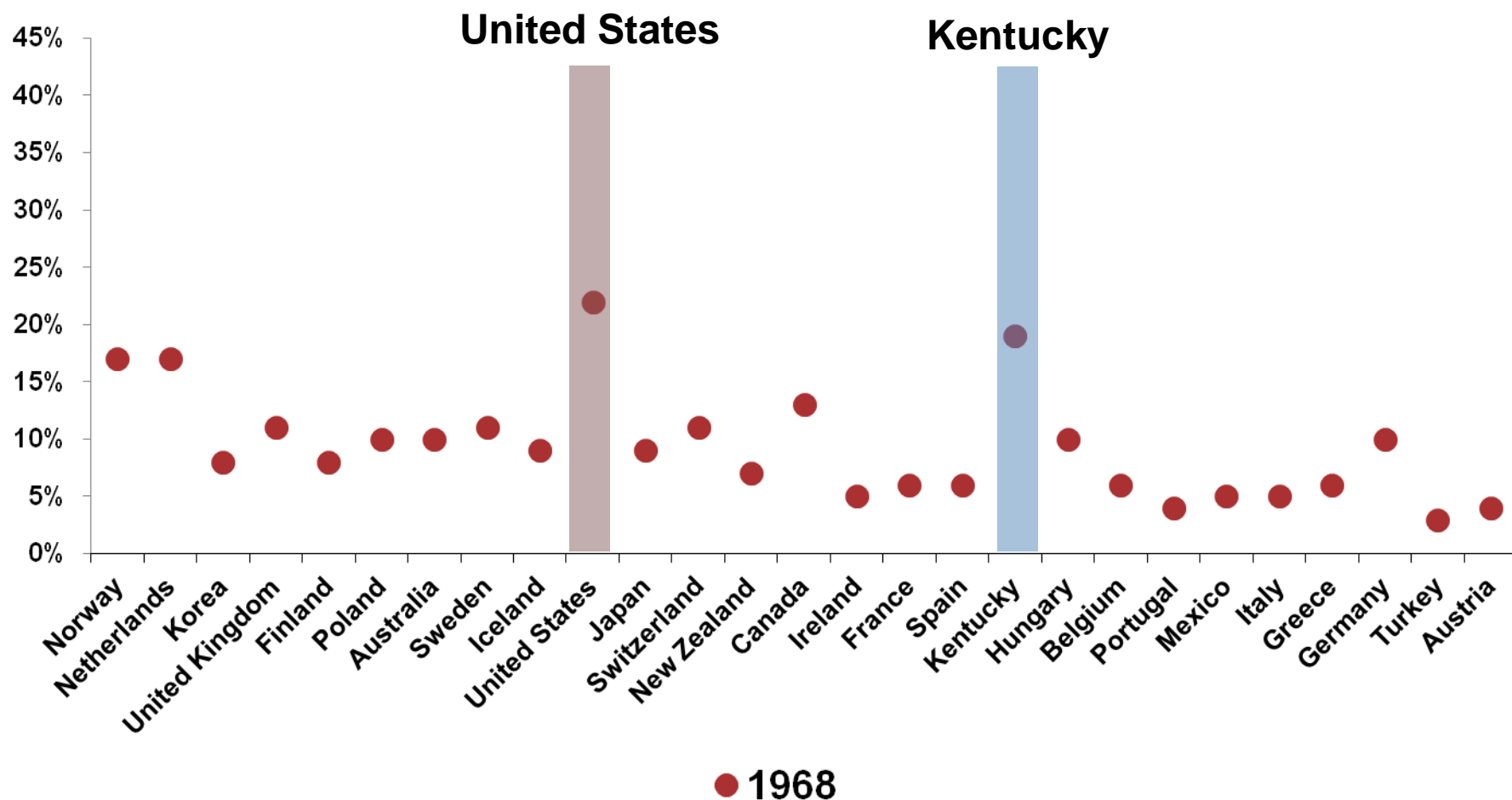
- At the current rate, employers in 2025 will need about 23 million more degree holders than our nation's colleges and universities will have produced.
- Approximately 2/3 of the nation's college completion goal will come from non-traditional students entering and staying in the pipeline.

A Global War for Good Jobs is Coming.

- 3 billion people reported to Gallup they want a job that pays a living wage.
- Only 1.2 million jobs in the world currently fit that description.
- As the foreign workforce becomes more educated, competition for jobs will be fierce.

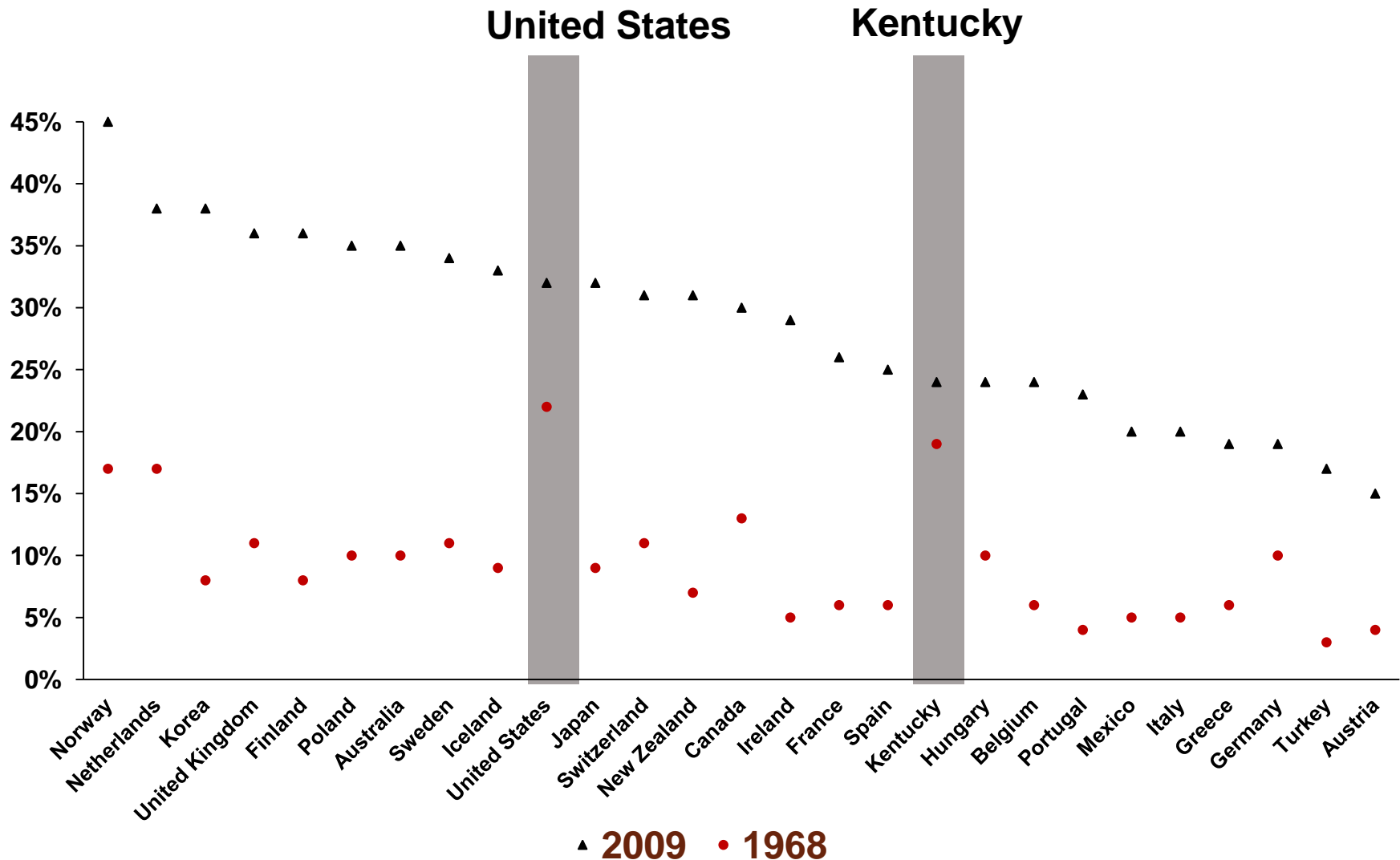


Baccalaureate Attainment 25-34 Age Cohort, 1968



Sources: OECD, *Education at a Glance*, 1968 CPS

Baccalaureate Attainment, 25-34 Age Cohort, 1968 and 2009



Sources: OECD, *Education at a Glance*, 1968 CPS and 2009 ACS

A special report from Lumina Foundation



How and why Americans must achieve a Big Goal for college attainment

March 2012

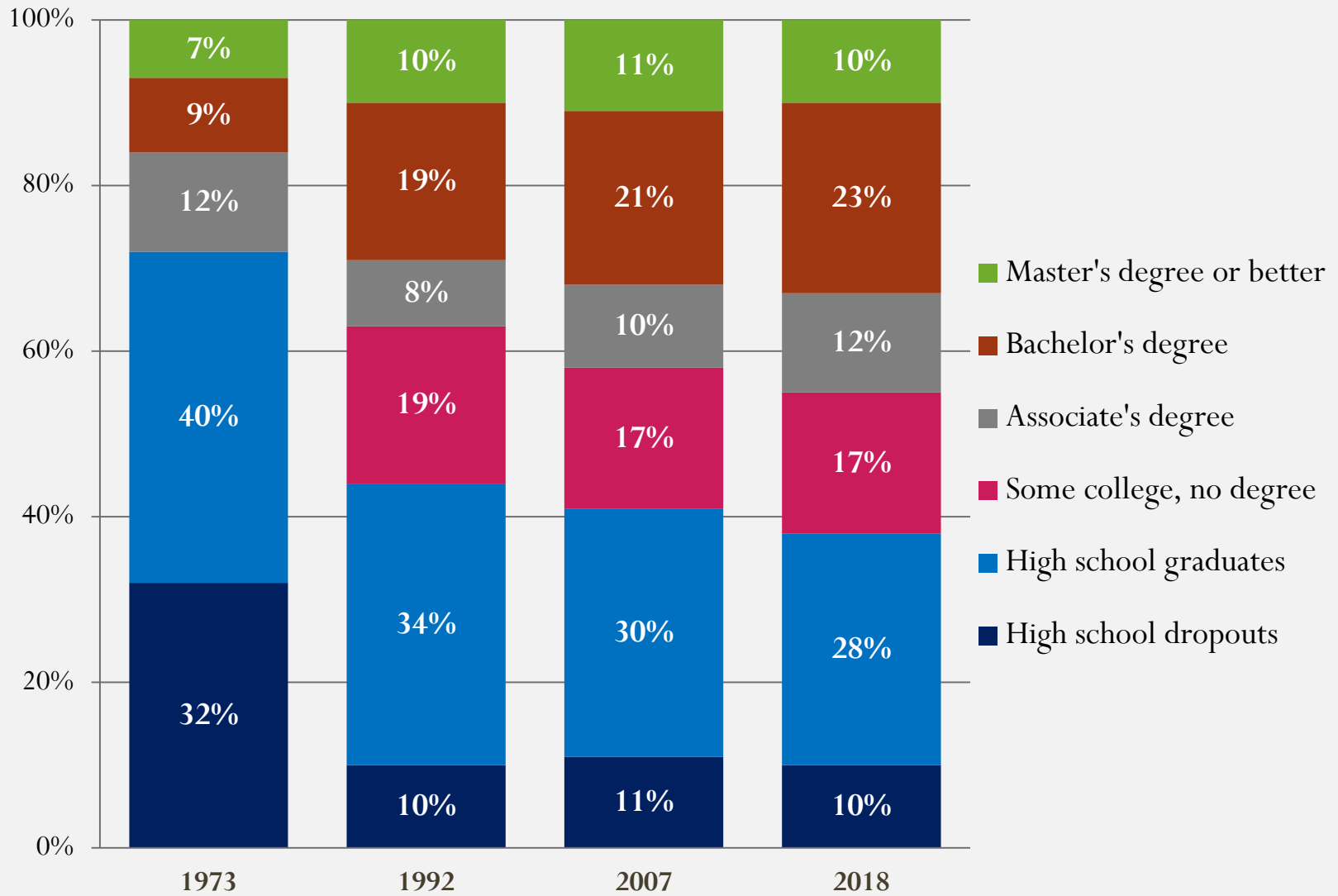
In 2009, Lumina Foundation officially adopted its **Big Goal** that **60 percent** of Americans obtain a high-quality postsecondary degree or credential by **2025**.

By 2018, 60% of all jobs in the U.S. will require some form of postsecondary education.



*-Center on Education and the Workforce,
Georgetown University, 2010*

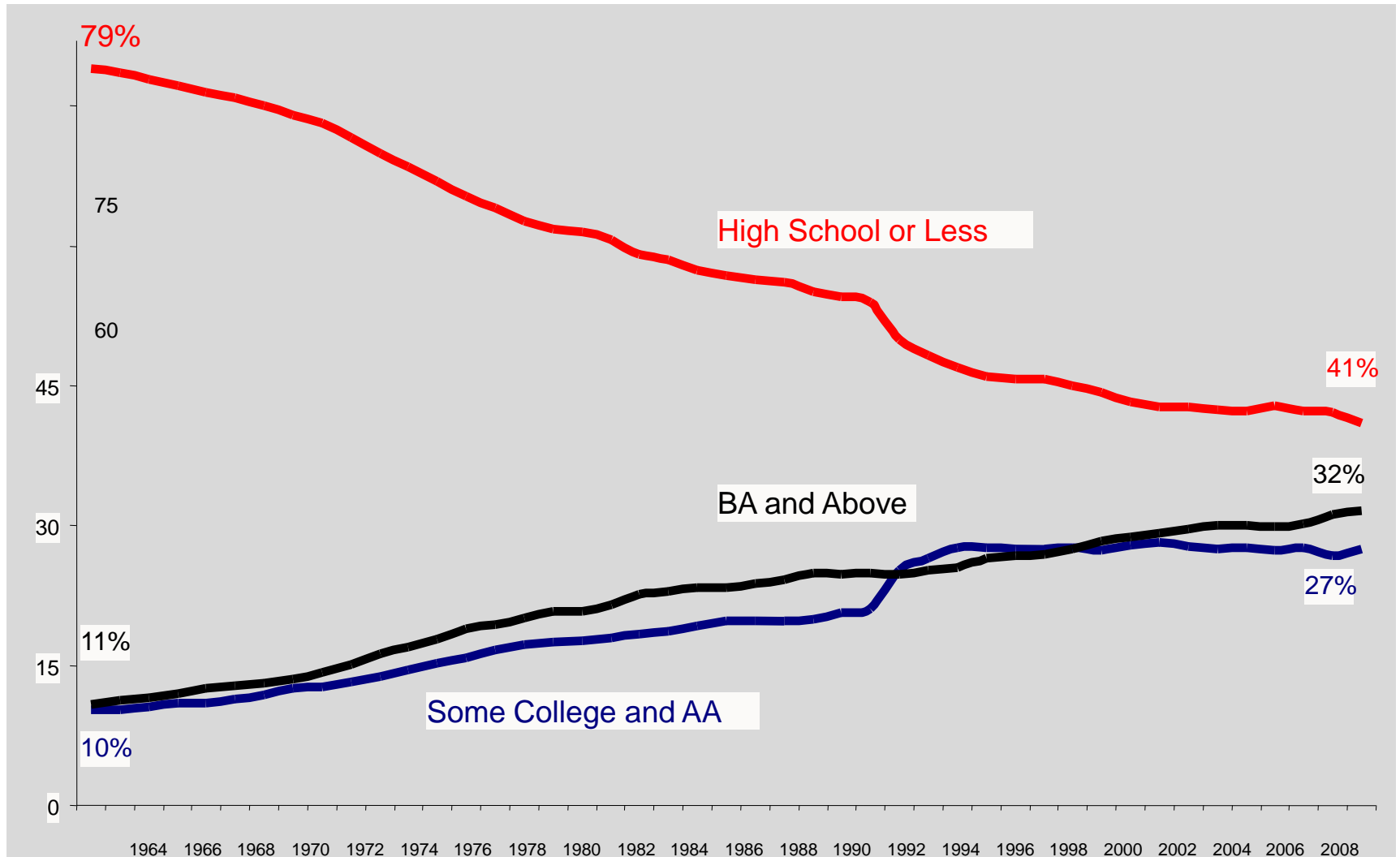
Percentage of Workforce by Education Level



Number of people: 91 million 129 million 154 million 166 million

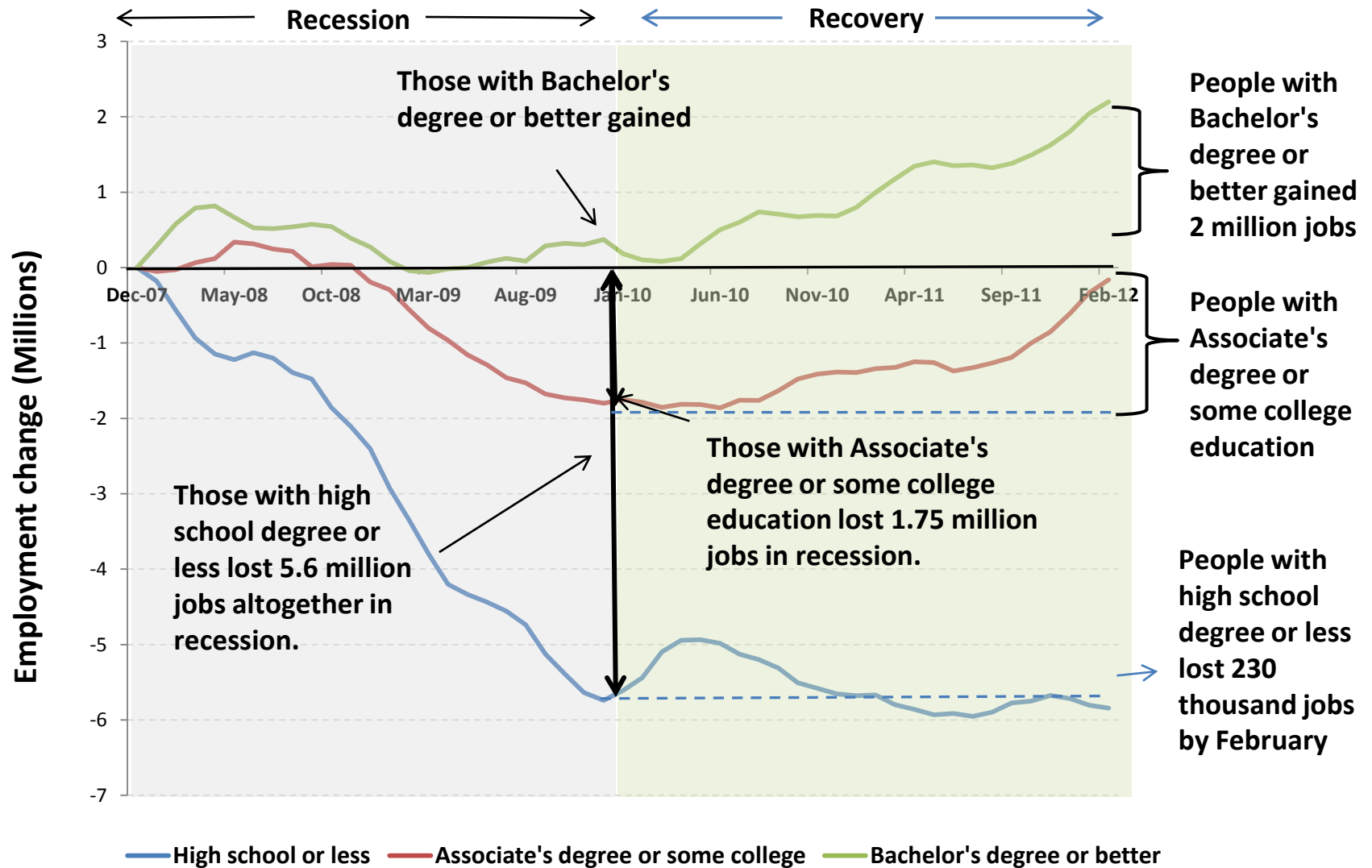
Source: Georgetown University Center on Education and the Workforce, *Help Wanted: Projecting Jobs and Education Requirements Through 2018*, 2010.

Employment Trends by Educational Level



Source: Current Population Survey, Various Years

Workers with a high school diploma or less bore the brunt of the recession's job losses. Job gains in the recovery are confined to those with education beyond high school.

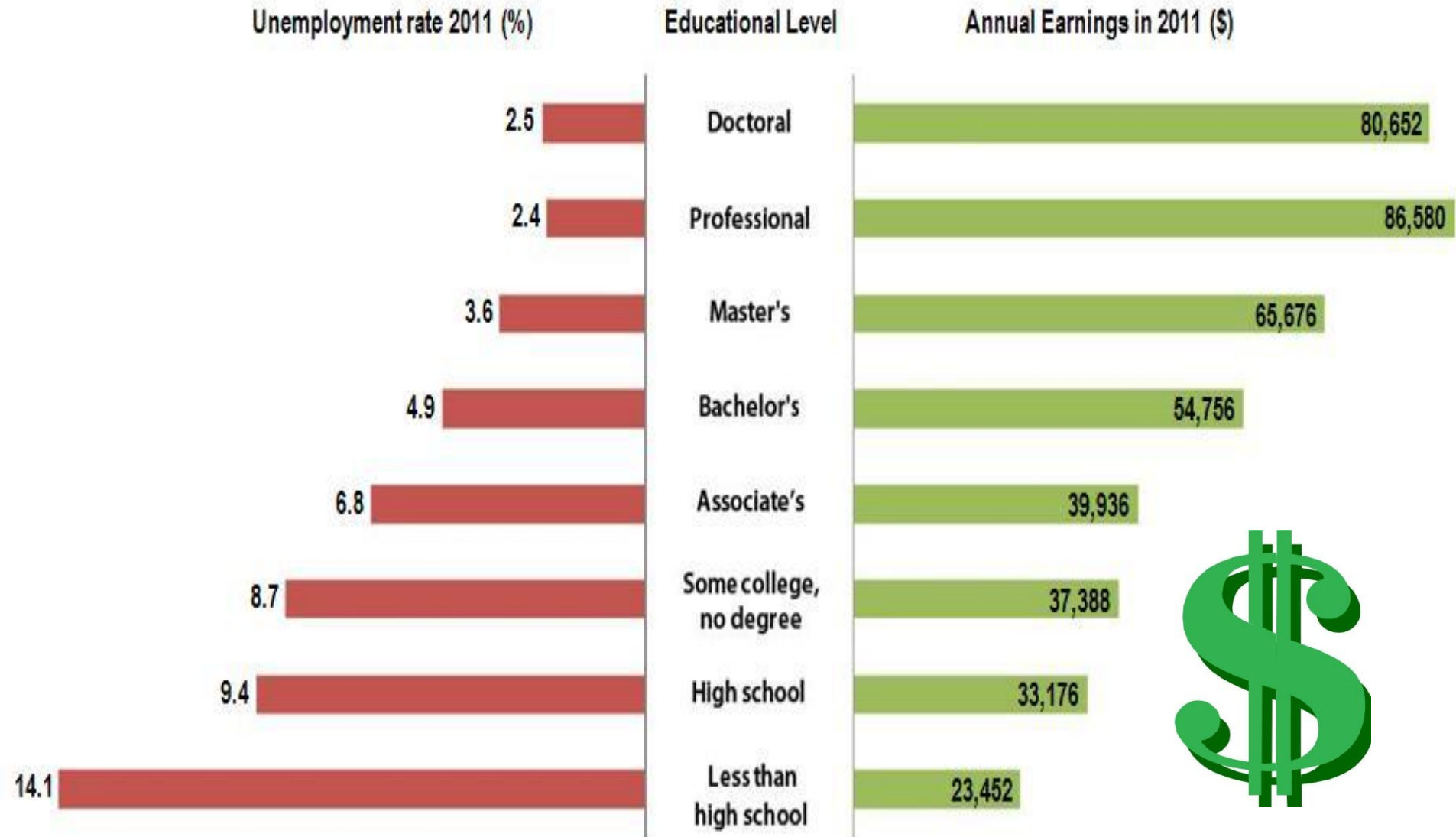


- Only 3% of students who start college in AE programs earn degree



- As many as 60% of community college students must take development education courses – only 25% who do, earn a degree in 8 years
- Estimated that 50-80% students in AE programs have learning disabilities/differences
- Approximately 41% of students in AE programs are unemployed

Education Pays



Source: Bureau of Labor Statistics, Current Population Survey

**WHAT ARE WE DOING TO
RE-ENGINEER OR TRANSFORM
THE NATION'S ADULT EDUCATION
SYSTEM?**

Adult Education of the Future

Reach Higher, America

Overcoming Crisis in the U.S. Workforce

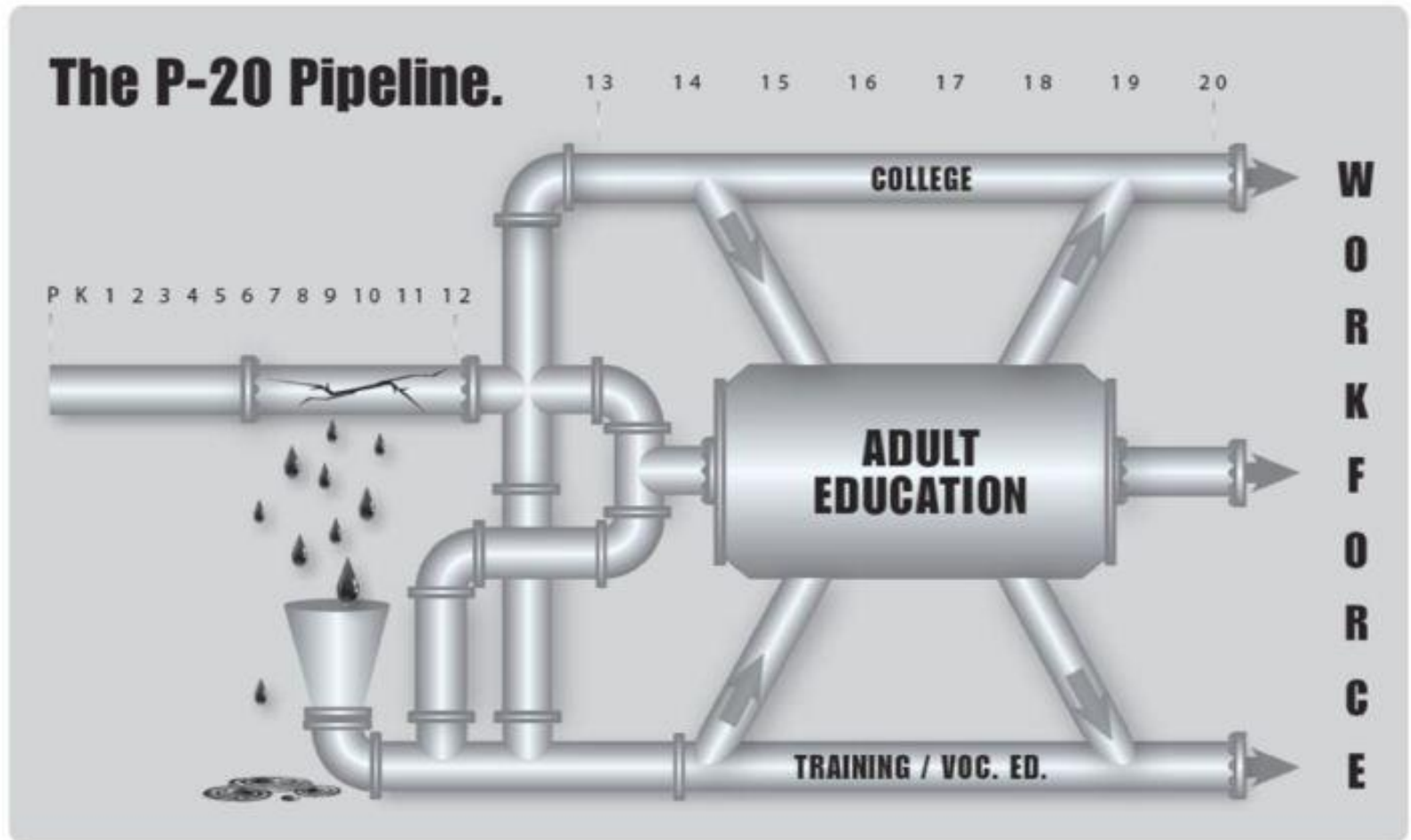
“The National Commission on Adult Literacy calls on Congress and state governments to make **postsecondary** and **workforce readiness** the new mission of the adult education and workforce skills system.”

Source: Report of the National Commission on Adult Literacy, June 2008

“A preemptive focus on adult education actually saves governments money by reducing societal healthcare, public assistance and incarceration costs. Adult education also improves and expands the nation’s available pool of human capital by helping motivated but under educated people achieve gainful employment in today’s increasingly high-tech and global job market, and at a far lower cost per learner when compared to either K-12 or higher education.”

“The Return on Investment from Adult Education and Training,” a policy paper by the McGraw-Hill Research Foundation, May 2011

The Leaky Pipeline



Conversation has changed
from
serve and **support**
to
re-engineer and **results**

The Nation's Adult Education Game Changers:

- 1. Teacher Quality and Effectiveness**
- 2. Standards-Based Education**
- 3. Integrated Education and Training
Models – Career Pathways**

“If the rate of change on the outside exceeds the rate of change on the inside, the end is near.”

Jack Welch, retired CEO, GE

**“If you don’t like change,
you’re going to like
irrelevance even less.”**

General Eric Shinseki, retired Chief of Staff, U.S. Army

It's All About Leadership

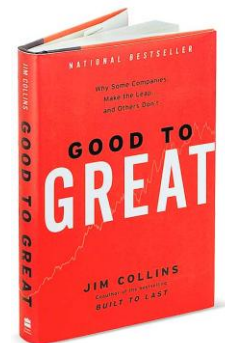
- ***Leadership Matters***
- Personnel Matters

Leadership Matters

*“Good is the enemy of great. And, that is one of the key reasons why we have so little that becomes great. **We don’t have great schools, principally because we have good schools.** We don’t have great government, principally because we have good government. Few people attain great lives, in large part because it is just so easy to settle for a good life. The vast majority of companies never become great, precisely because the vast majority become quite good – and that is their main problem.”*

Jim Collins

Jim Collins, *Good to Great: Why Some Companies Make the Leap . . . And Others Don’t*, HarperBusiness, New York, 2001



We must begin by having a sense of urgency.

Think Jet Ski...



Not Cruise Ship...



JOHN ORTBERG

author of THE LIFE YOU'VE ALWAYS WANTED

IF YOU WANT TO
WALK ON WATER,
YOU'VE GOT TO
GET OUT
OF THE
BOAT



Leaders run *from* the
status quo
and run *to* innovation
and change

It's All About Leadership

- Leadership Matters
- ***Personnel Matters***

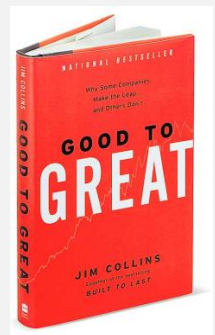
Hire Well!



First Who . . . Then What

“We expected that good-to-great leaders would begin by setting a new vision and strategy. We found instead that they *first* got the right people on the bus, the wrong people off the bus, and the right people in the right seats – and *then* they figured out where to drive it. The old adage “People are your most important asset” turns out to be wrong. People are *not* your most important asset. The *right* people are.”

Jim Collins, *Good to Great: Why Some Companies Make the Leap . . . And Others Don't*, HarperBusiness, New York, 2001



Monday Morning Leadership

- First, hire good employees.
- Second, coach every member of the team to become better.
- Third, dehire the people who aren't carrying their share of the load.

“If we expect more from our students ...shouldn’t we expect more from our instructors, ourselves?”

*Hunter R. Boylan
Director, National Center for
Developmental Education*

In Summary...

